

The Ontario Educational  
Communications Authority

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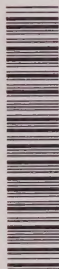
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"Organizations  
& Groups"

BRIEF #46

J. M. Ramsay

Government  
Publications



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Report for

The Committee to Study the Costs of Education in  
the Elementary and Secondary Schools of Ontario.

Ontario, Committee on the Costs of  
Education

Briefs #46



Toronto, Ontario  
May 8, 1972.



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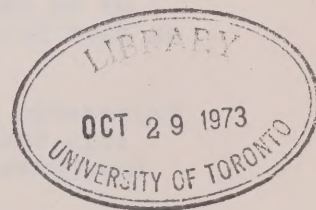
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May 8, 1972.





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Dr. J. R. McCarthy,  
Executive Director,  
Committee on the Costs of Education,  
Suite S-944,  
252 Bloor Street West,  
Toronto 181, Ontario.

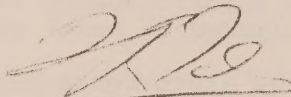
Dear Dr. McCarthy:

The Board of Directors of the Authority is pleased to submit to the Committee on the Costs of Education a brief setting out its views on the place of educational communications within the elementary and secondary school system of Ontario.

The Board appreciates the suggestion in your letter of October 12, 1971, that it might wish to appear before the Committee for a discussion of the contents of this Report. It has, therefore, directed me to inform you of its desire to take advantage of such an opportunity.

If it is appropriate, a committee consisting of representatives of the Board and the staff will make itself available at a time and date designated by you.

Yours very truly,



T. R. Ide,  
Chairman

TRI:ems  
Enclosure



## P R E F A C E

This report is based on the Committee's concern to

- study the use of financial resources in attaining goals set for elementary and secondary education.
- examine the present grant plan to see to the generation of funds for differentiating elements and to find for a proper balance of allocations consistent with needs for attainment of educational objectives.
- examine various aspects of school programs with particular reference to innovations and new concepts, with a view to designing and recommending new research to determine the effectiveness of these concepts.
- communicate and consult with groups and organizations representative of parents, teachers, trustees, students and other interested parties.


This report defines educational communications, sets them in the frame of broad educational goals for Ontario, then describes the production and distribution of learning systems by the Authority within that definition.

Authority services are outlined, together with their use by schools. The programs produced are described and their contributions characterized.

With this background, an examination is made of the economics of educational communications and the costs of appropriate Authority forms in Ontario.

These costs of electronic mixed-media systems are then compared with those of traditional learning systems and with American projections.

Finally, an overview is offered.



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## C H A P T E R I

Educational Goals for Ontario and the  
Nature of Educational Communications.





The goals set for the Ontario Educational Communications Authority, summarized by The Ontario Educational Authority Act, 1970, are "to initiate, acquire, produce, distribute, exhibit or otherwise deal in programs and materials in the educational broadcasting and communications fields; to engage in research in those fields of activity consistent with the objects of the Authority...and to discharge such other duties relating to educational broadcasting and communications as the Board considers to be incidental or conducive to the attainment of (these) objects..."

The Act was drafted in the awareness of what the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario two years earlier recommended: the use of educational communications to help create a responsive, innovative organization for learning, with a mandate to provide opportunities for all Ontario citizens. This organization was to be capable of embracing the interests of formal and informal education in the province and thus to be independent of the Department of Education.

Yet, the participation of professional educators was vital. When the Authority was created, a board of thirteen members (of whom nine were educators) determined its own policies directed to providing Authority educational services as efficiently and productively as possible to as many as possible. The Board has been advised by five regional



councils on the needs and capabilities of communities throughout the province. There are seventy-three members serving these councils without pay, forty of whom are educators. The policies advanced by the Act and the Board of the Authority deal with ways to express transactions between teacher and learner. The forms--from print to television, from classroom to museum, from language to gesture--each have particular qualities which enable a distinctive exchange of thought to be contributed to learning.

Directed by its Board, the Authority's concentration is now in mixes of forms involving electronic production and distribution with the conventional expression of this transaction. This concentration derives from the qualities of visual decoding which have become a fundamental part of learners' social experience and the vivid contributions to education that their ordered use can bring about.

The most unified example of the OECA approach to educational communications is Operation Moonvigil for children between 10 and 14, designed (as are all Authority in-school programs) to complement the school experiences. In form, this is a simulation game through which children discover how and why institutions evolve and recognize some of the elements concerned in the interaction between individuals and institutions. Through television broadcasts (eight daily programs of five minutes), the children become scientists stranded on the moon. In their





responses to this setting, they are free to build their own institutions, see how they work and how various people relate to them. They come to understand that wherever a need exists, man builds structures and assigns roles.

Operation Moonvigil is a mixture of messages in print, objects and television, to be decoded by learners and mediated by teachers. The kits, each serving 30 students, can be ordered by schools. In this first year of Moonvigil, 80% of teachers ordering kits at \$19.50 each (representing 711 classrooms) told the Authority they would reorder next year. Present indications are that future demand will greatly accelerate over the five-year life of the project and major European education systems have joined those of other provinces in expressing interest.

This project, more than two years in development and testing with the assistance of teachers, schools and the staff of The Ontario Institute for Studies in Education, represents in more complex form the Authority educational strategy applied to better than 170 weekly programs. Basic to the Authority's undertaking in educational communications is understanding how such educational displays can best reveal for teachers and learners the hidden curricula of meeting and using all media in a social and aesthetic, as well as intellectual setting.



## C H A P T E R    I I

The Nature of the Ontario Educational  
Communications Authority.





The definition of education as it applies to television at the school and adult levels concerned the Hall-Dennis Committee. The concern embraced curriculum--programs to generate inquiry and discussion rather than merely to provide information---the expression of local requirements, the provision of a provincial service of general curriculum interest, encouragement of direct research in production and utilization, publication, and provisions that the use of educational television did not contribute to the regimentation of timetables or content of the learning program.

In the 18-month existence of the Authority and the work of the Educational Television Branch of the Department of Education (established in 1966) which it replaced, these recommendations have been pursued. The Authority legislation indeed requires the provision of appropriate educational opportunities to all citizens of the Province, not only through broadcasting, (which is, in most cases the most economical method of communication), but by whatever means of communication is appropriate to the particular requirements of each area to be served. The Regional Advisory Councils are consistent in their advocacy of the local point of view, and the legislation also requires the Authority to ensure that its programs are used (for which a Utilization Branch was established), and that new ways of learning are exploited (for which a Research and Development Branch was created).



There were other goals and objectives and obligations to which the Authority was required to respond. Though the Authority is a new Crown agency, it was given responsibility for existing government programs which meant that it was not able to develop, at its own speed, the programs which it considered most appropriate within its own mandate. It was required, for example, to assume a five-year undertaking given by the Province to the Canadian Radio-Television Commission in respect to the programming for Channel 19, Toronto. This obligation involved provision of programs amounting, in the current fiscal year to 4400 hours, and in the 1972-73 year, to 5500 hours. It also required the Authority to assume responsibility for agreements with the Canadian Broadcasting Corporation to operate and pay for the Channel 19 broadcast facilities. It furthermore required the Authority to continue the existing School Broadcasting schedule previously carried by the ETV Branch of the Department of Education over the CBC, CTV and independent French and English stations throughout the province, to the extent that broadcast hours continue to be made available for this purpose. In addition, the Authority was also charged with the responsibility to provide programming and educational communications for the adult, university, college, and pre-school sectors of the population, as well as responsibility for extending the existing Government services to all areas of the Province at the earliest possible time.





This historical explanation ought not, of course, to be taken to mean that the Authority might not have determined its own practice in accord with the responsibilities just described.



C H A P T E R    I I I

The Services of the Authority.



The majority of the Authority's programs, at the present time, are produced on magnetic video tape, for use by the various educational constituencies of the Province. Approximately 35% of the programs are directed to children in school (1 t 13). The balance is designed for audiences learning outside schools: post-secondary students, adults, the trades, professional groups, (including teachers) and children too young for school.

As has been mentioned in the short description of Operation Moonvigil, each program represents more than a television of film production. Guides are prepared for the users, whether they be teachers, students or adults. Some programs can only be used with kits or other types of learning materials. Fundamental to each program are strategies designed by the Authority's staff for the program's use. These are put into effect by teachers' workshops, (50 were held prior to the broadcast of Moonvigil), community meetings, or in sessions where citizens in all walks of life learn how to make their own programs for their own purposes, to supplement the work of the Authority. The utilization studies carried out by the Authority to ascertain how people use and respond to the programs, and the on-going research to develop new ways to bring educational opportunities to the citizens of the Province, are considered by the Board to be essential elements of the current program.

The service presently provided by the Authority may be summarized as follows:





- 4400 hours of broadcasting this year on Channel 19, Toronto, (14 hours each day).
- 17 hours of broadcasting weekly through French and English television networks purchased annually from CBC. (including school service of 11 hours 25 minutes in English, and 5 hours 30 minutes, French).
- 12 hours of broadcasting weekly in French and English on airtime purchased from 5 privately-owned stations.
- approximately 50 hours a week in programming physically delivered to four remote areas of the Province for relay on local, privately-owned cable systems.
- 30 hours monthly distributed, with help from DOE, to 32 isolated northern schools, together with playback machines used by local people trained by OECA.
- a program bank of approximately 5,000 separate programs. Access to these programs will be made in the spring of 1972 by Ontario schools through a catalogue and an Authority dubbing service. If the school provides tape, the usual program will cost the ordering teacher or principal \$3.00. The library is also open to use in other Provinces under existing policy made by the Council of Ministers of Education, and to sales agreements made by the Authority with educational and commercial distributors in other countries. Other provinces are required to pay rights for their area to educators ...../3



and artists together with minimum costs for mechanical reproduction and handling. Foreign sales are negotiated.



## CHAPTER IV

Ontario School Use of Authority Services.





Most Ontario schools are now equipped to receive Authority programs. By the fall of 1971, 97.9% of elementary schools and 95.2% of secondary schools were equipped with television sets. The average number per elementary school was 2.6 and the average secondary school had 5.9 sets. The provincial grant program which provided funds to equip schools with television sets operated from 1966 to 1968, then was merged with a more general equipment funding program, terminated in August, 1971. Nevertheless, the schools were able to find ways to make their use of programs more flexible (as the Hall-Dennis commission recommended). A measure of this willingness to spend local funds to use the Authority service is the increased purchasing of video recording and playback machines over the past year. Purchases by elementary schools doubled: 9.6% now have video recording machines as compared to 4.6% a year ago. In secondary schools, 79% now have recording equipment as compared to 58.5% a year ago.

Authority surveys of the use of its programs cover all schools once each year by means of three studies, each of one-third of the schools. This survey, which is made in cooperation with the Ontario Department of Education, shows the following use of OECA materials:

Estimated total number of viewings (single student uses) for all OECA school programs.

Elementary			French	Secondary	Total
Public	Separate	Total			
10,624,000	3,961,000	14,585,000	1,085,000	3,425,000	19,095,000



These estimates represent the number of times single students used OECA programs, not the number of students. Because of the reported use of videotape machines by responding teachers and principals, the Authority has concluded that the viewings represent substantial increases over previous years. The accuracy of the data is reinforced by a major increase in respondents to the survey: 70.2% of elementary schools were represented this year as opposed to 56.4% last; 76.3% of secondary schools, as opposed to 71.3% last year.

It seems evident to the Authority that major proportions of the teachers and school children in the province now consider educational communications a basic part of their learning and teaching experience. It seems also clear that, through the use of local recording machines, the efficiencies of broadcasting as a distributor of materials are being multiplied. Programs are arriving at their destinations in schools, and increasingly, are being used when teachers and students want them. The introduction of the OECA dubbing service and the provision of sets of master tapes to school systems in cities such as Sudbury, Timmins, London and Ottawa will accelerate this trend.



## C H A P T E R   V

Authority School Programs.





The programs used by teachers and learners in schools can be characterized as follows:

19 series for primary children	(Grades 1 to 3)
22 series for junior children	(Grades 4 to 6)
28 series for intermediate children	(Grades 7 to 8)
72 series for secondary schools	(Grades 9 to 13)
<u>141</u>	
14 additional series are designed for general school audiences	
37 teacher education series	
7 pre-school series	
<u>199</u>	

For these, detailed acceptability information is gleaned by the Authority from the annual surveys described above. For example, 6925 teachers from elementary and secondary schools chose to tell us how they rated the educational value of programs on a scale ranging from 1 (poor) to 4 (excellent). Of 141 series in the schedule distributed to schools by CICA-TV Toronto and the purchased network, 134 series were rated 2.50 or better by these teachers. Eighteen series were rated excellent by more than half of these teachers.

Though an appendix lists and categorizes all series\*, there are ten, which by virtue of the number of users they currently attract, are deserving of further study:

Health--All About You - A 20-part series for primary grades about the body and the uniqueness of human development.

Ripples - Encounters between children and experience brought to them by television. Thirty-six programs, co-produced by OECA and the National Instructional Television Center, Bloomington, Indiana, ranging from simple ideas about the child's daily life to sophisticated ideas about the larger society which demands his understanding.

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\*See note at end of this chapter, and appendix.



Me and My World - The purpose of these six primary programs is to make children more aware of their environment and to motivate them to learn more about their world.

Let's Act It Out - Six primary programs to provide a foundation for the creative arts program. The programs introduce the necessity for planning, and show how music, movement, sound effects, props, simple scenery and costumes can be created by children in the classroom.

Reading Opportunities - A series for children in Grades 3 and 4 who are having difficulty in learning to read. The 25 programs are designed to provide an experience that will build concepts, extend word knowledge through vocabulary associated with these concepts and experiences, encourage the use of this language through detailed follow-up suggestions, and encourage critical and analytical thought.

Ecology: You and Your Environment - Seven programs for the junior grades. As the teachers' guide puts it, "If we increase the concern which students already feel for the environment, then maybe some of it will be transferred to their parents."

Mathematical Relationships - Twelve animated films for junior grades, also used by teachers of other grade levels. Each program deals with a basic concept and its applications in modern society. It is the intention not to present specific concepts by direct teaching, but rather to give students an intuitive look at, or within, the broader scope of mathematics.

Man and His World - 15 programs for junior grades (also used for secondary school geography), portraying pastoral, agricultural and industrial societies in South America, Europe, Asia and Australia.

Pioneer Ontario - 3 programs for Grades 7 and 8 exploring some of the different and perhaps little-known aspects of life in Ontario in the late eighteenth century. The main emphasis is on the actual experience of those times.



The Stream Community - 6 programs for the junior grades.

The main objectives are to see the world outside the classroom as a laboratory for the study of science. The programs show the activities of a class as it divides into groups to investigate different aspects of a stream.

The salient characteristics of these programs constitute the basic reason for using the electronic form of educational communications in classrooms: with the teachers' help, they organize and expand the learning experience of children.

- Each program offers participation in a planned, tested learning system.

For example, "The Stream Community" gives a model for involvement in a wide learning experience, not to mention a teaching experience. The teachers' guide shows how to organize field trips, the program illustrates what can take place. Equipment for collecting scientific information, for measuring and for transporting samples under controlled temperature conditions is suggested. Steps for class preparation are indicated; follow-up and evaluation techniques are outlined. The teachers' notes, annually revised, are determined from classroom observation and testing and consultation with teachers and students.

- The programs offer unique experience to learners.

The classroom without walls, without time constraints or apparatus shortages is made possible. The experience of other cultures is obvious in the above sample series. The mathematics series animates relationships which no





blackboard can convey. The health series records observations open to only a few highly-equipped laboratories and transmits them to the eye of children in the most remote parts of the Province.

- The programs enrich the curriculum by available timely materials.

Electronic forms of educational communications can be prepared relatively quickly to meet changing curriculum needs, in comparison to print, or even film materials. With present interest in ecology, the new math, such materials obviously find their way quickly into use, and can be revised as the need arises. Though most Authority productions assume a five-year use in order to capture the most economic rates negotiated with unions and teachers' organizations, changes can be made promptly by electronic editing. Authority budgeting makes provision for such changes.

- The programs stimulate new approaches to learning.

The health series tours the body; the reading series motivates through encounter with words in action; Ripples opens the senses and emotions of the developing child to his expanding world. The ordered, tested, sequences create intellectual and behavioral settings of interest to professionals in their own development as teachers and administrators. Learning is consistently



presented (for example, Mathematics Relationships) with its aesthetic dimension exposed.

- The programs attempt wider social effects.

Adults are presumed to learn from children--about the environment, about the new math. The Authority has been able to estimate from commercial survey figures that the in-school audiences are joined by comparable public audiences. Some programs stimulate family concern for the topic--as in the ecology series.

- The programs speak about the quality of modern education in the Province.

Because they are distributed by broadcasting, a very wide public is informed on the methods and concerns of the Ontario system, its interest in tradition and history, the future, and the care with which it approaches the development of its children.

- The resources represented in the programs are increasingly available.

Through limited time purchased on 54 stations and the broadcasts of the dedicated transmitter 90% of the population of the province can be reached, though not (in the case of adults) at suitable hours. The use of local cable systems and shipment of tapes to isolated schools supplements this lowest-cost distribution mode. Educational jurisdictions in Sudbury, Timmins, Ottawa and London make extensive use of OECA programs on local



redistribution systems. The increasing availability of recording machines in schools places programs more at the disposal of classes when they require them, as does the Authority dubbing service which produces copies of programs on the demand of individual schools.\* The Authority's provincial service for schools is currently broadcast from 9:10 AM to 10:00, Monday to Friday, 10:00 AM - 10:30, Monday, Wednesday and Friday, with Francophonic releases Mondays from 11:00 AM to 11:30 and Tuesday to Friday 10:30 AM to 11:30. In the Toronto area, the dedicated transmitter, CICA-TV, Channel 19 also releases programming for schools in the afternoons. Both network and CICA broadcast pre-school programs at appropriate morning hours and teacher training programs are broadcast during the week and on weekends.

- The educational policy implications of these programs as they embody the work of the Authority in educational communications may be extensive.

"When so much is being invested in new facilities, when teaching is going to be lifted from the privacy of the classroom into public view, then a decision to introduce the new media inevitably raises basic questions about what is to be taught and why, how it is to be taught, and what effect it has. An educational system rarely has a better opportunity to re-examine its content,

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\*Large school boards may, indeed, operate their own dubbing services using OECA broadcasts or master tapes as source materials.



methods, and results. If an educational system plunges into an extensive new-media operation without such initial self-scrutiny; if it begins to produce materials which are to be disseminated on a broad scale without reviewing the goals toward which the materials are supposed to be leading people; if it fails to weigh alternative ways to pursue these goals in order to choose the best; if it invests so much money, time and manpower in new practices without measuring some of their effects and feeding back this information to its planners and programmers--then it is missing a rare opportunity to improve itself in fundamental ways.

"It must be remembered that the great efficiency of the media in distributing education means that they can make either good or bad education more widespread. They can distribute only what is put into them."

Wilbur Schramm, Phillip H. Coombs,  
Friedrich Kahnert, Jack Lyle, The  
New Media: Memo to Educational  
Planners, Paris, UNESCO, 1967.

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It happens that these series were used by large student audiences, as well as being approved by teachers. Programs for secondary schools, designed for initially smaller audiences do not show in such a list, though the highest teacher ratings were often given to such series as the one on Russian language and literature.





## C H A P T E R VI

The Economics of Educational Communications:

Their Costs in Ontario



A major responsibility of this Committee is to discover a balance of allocations between alternatives consistent with the needs for attainment of educational objectives. This task, a struggle with the variables of society, government and human development itself, can be viewed as an exercise continuing the exploration of human capital theory, increasingly detailed in the past decade, stipulates that when learning takes place, among the changes in the individual is an increase in embodied capital, capable of directly altering the productivity of labour, producing an increase in the wealth of the nation.

Early analysis of the income returns possible in the light of the theory have proved too generous, though measurement of generalized social benefit is imprecise. Nevertheless, the contributions made to the lines of insight possible through the application of economics to education by this Committee are of major importance to all planners in all levels of Ontario education.

This is particularly true for the Authority, whose obligations place it between administrators, teachers, institutions and learners at every formal and informal level of education in the province. Indeed, the Authority has some envy for the possibilities of French semantics, which convey in "education" the sense of "formation culturelle". Cost analysis, income redistribution, benefit analysis, performed on the range of



provincial educational options--including those for elementary and secondary schools--will help to give the Authority a fix on the social role it must play by enabling it to allocate its own resources.

Indeed, such analyses will prove of immediate benefit to a study now commissioned at the request of the Authority. This study is to assess and establish long term policies and priorities relating to the role which the Authority may play in the overall social development of the Province. The review will include a consideration of the methods by which the capital requirements of the Authority, in future years, may be provided. The Board of Directors believes that the Authority should be permitted, as a matter of policy, to amortize its capital requirements over a period of years as is customary in most business undertakings, rather than having to draw its capital requirements from current operating revenues, as has been the case to date. This would permit the Authority to undertake an orderly development and extension of its services throughout the Province, without substantially increasing its operating revenue requirements on a year-to-year basis. This would not require legislative action: the Authority's enabling legislation makes provision for such capital funding.

There are substantial ways in which the Ontario investment in the Authority differs from other education commitments:



- The Authority contributes not only the expertise of its personnel to the Province's learning systems, but also a tangible product--films, tapes and support materials--which, like many products, have limitations on their life--a shelf life, if you will--and consequently must be renewed in step with the life requirements of the people of Ontario.
- The Authority has consistently produced these materials at a cost substantially below what the CBC and the private broadcasters spend for commercial programs with the same production ingredients. The current Authority cost for a 20-minute unit is \$10,000, all direct and indirect costs included, for present program formats.
- The ratio of the cost of distribution to the cost of production in the first year of Authority operations, was of the order of one to ten where direct broadcast was available. The Metropolitan Toronto area is currently the only area of the Province receiving the benefit of this low-cost distribution by virtue of CICA-TV, a station dedicated entirely to Authority programs. To reach the rest of the province, OECA purchases time from the CBC and commercial stations. The time available for purchase is limited to the described hours, and is thus assignable mainly to in-school distribution costs, rather than being spread over the range of services CICA provides in Metropolitan Toronto.
- Investment in Authority services to schools supports funding for educational innovation: for example, the philosophy of open-concept schools is advanced in practice by facilitating small-group interaction on OECA materials presented to large groups. Rising costs of transporting students may be offset by using OECA materials to move experience to students. Duplication of media production efforts can be avoided by access to Authority broadcasts and libraries.
- Educational services of the Authority, when they reach adults at home on their own time (as in the case of the weekend teacher-training programs) have the potential of substantially lowering educational opportunity costs for learners using television, as opposed to those who must postpone employment or travel distances in order to upgrade themselves. This quality, inserted in calculations of costs and benefits, may be of importance when contemplating policies to capture school drop-outs or to deal with the difficulties of frontal teaching or to educate through the stimulation of games or the experience outside classrooms.
- The application of tax revenues to educational communications under conditions where they are freely available to all citizens, children and adults, probably represents progressive taxation policy.





- The materials produced by the Authority return revenue to the province from abroad. In the past year, programs have been sold to the United States, the United Kingdom, Italy and Brazil. The relationship with NBC Educational Enterprises, recently concluded, has the possibility of many hundreds of thousands of dollars deriving from distribution to schools, boards of education and teacher training institutions in the United States. In the same market, television sales have begun to be of some importance. Besides the favourable money flow, such sales place Ontario achievements before large professional audiences abroad.
- Finally, and perhaps most significantly, the characteristics of Authority programs, as outlined in Chapter V, pages 3 to 6, represent unique qualities added to the educational system of the Province, qualities which are difficult to cost without detailed exploration of a cost/benefit equation derived with the assistance of central educational authorities.

Though these may be some of the factors in assessing the economics of educational communications, the basic configuration of Authority costs rests on a well-understood proposition: that the cost of using these OECA services will fall, per learner, as the number of broadcast hours increases, and the cost of production and transmission will fall as the number of students using the programs increases. It is in dealing with this proposition that the Authority will allocate its own resources.

As we have seen, most elementary and secondary schools in the Province are now in possession of reception equipment, whether of the quality or in the quantity desirable is debatable. Very few schools own colour sets, for example. The assumption can be made that the 14 hours of programming daily in the Toronto CICA-TV area provide a suitably economic base for the sets in and around that city. The same cannot be true beyond Toronto,



Such measures would make more efficient the reception investment made to date by the province by providing more broadcasts per set or per recording machine.

The costs of production and transmission, on the other hand, will fall per learner as more learners use programs. As has been seen, the number of viewings of programs is increasing in increasing numbers of schools, despite termination of the grants program responsible for installation of sets and master antenna systems, and despite the general strictures of the economic situation. The cost of the Authority to the taxpayer last year was \$10,900,000. If this is distributed across the 96,571,000 viewings estimated for OECA programs, the cost of each viewing is now \$.113, or \$112.87 per thousand viewings, per year, including all production, overhead, salary, amortization, debt and support materials costs. Were elementary and secondary schools to be assigned total Authority costs, the 19,095,000 in-school viewings estimated in the past year would have cost \$.571, or 570.83 per thousand, per year. However, a fairer assessment of total OECA costs (bearing in mind that the network function is for schools), would probably reduce these dollar figures by 50%.

It is to be noted here that all OECA programs for schools are used at the option of the school and the teacher. All are enrichment programming. Though the use of this enrichment is increasing annually, the school population itself is projected to fall, as birth rates have fallen. With prospective



responses from the schools including families of schools, relocations, replacements, opportunities may exist to capitalize on the use of educational communications to continue to lower production and distribution costs. Were new programs to be considered where such communications played a more intimate curriculum role, the economies of the Authority system could obviously be more efficiently measured.

Furthermore, the Authority believes it has a role to play in rationalizing use of a heavy provincial commitment to educational television facilities installed at present in universities, colleges and high schools. To play such a role, the Authority obviously would require specific direction. However, it has a competence to advise on the use of existing and contemplated facilities and the production expertise to articulate a rationalized use of these facilities. The outcome could mean savings through probable reduction of the per-learner cost of production and distribution.



## C H A P T E R VII

Comparisons of the Costs of Educational Communications

and Traditional Learning Systems





For some detail on the production costs the Authority currently runs, consider the following table prepared for the direct costs involved in the ten programs previously described as having been selected by educators for their learning effects and quality:

Name of Series	Cost of Series per Year*	Av. Cost per Programs	Audience Size per Program	Annual Cost per 1000
Health - All About You	\$2,400.	\$ 120.	169,800	\$ 0.71
Ripples	4,560.	117.	100,400	1.17
Me and My World	6,900.	1,150.	75,900	15.15
Let's Act It Out	9,700.	1,617.	73,100	22.12
Reading Opportunities	10,500.	420.	60,300	6.97
Ecology: You and Your Environment	4,100.	586.	58,600	10.00
Mathematical Relationships	18,700.	1,558.	49,200	31.67
Man and His World	15,700.	383.	36,000	10.64
Pioneer Ontario	3,400.	1,133.	78,900	14.36
The Stream Com- munity	8,590.	859.	36,100	23.80

\*It is assumed that the life-span of a school series is five years, therefore the direct costs of production or acquisition are divided by 5.

Obviously, such figures can assist an economic information system which would place before Authority management



resource requirement models for cost/effectiveness analysis, cost/benefit analysis, with the application of understood objectives and analytic techniques. Although the procedures for estimating and controlling production costs are well in place, the Authority lacks an efficient method for exploring the implications of wide-ranging alternative courses of action. At present, only manual procedures are available to explore the implications of both simple proposals, such as changing the number of programs produced or the withdrawal rate associated with the inventory of programs and more complex proposals, such as a new distribution mode.

Though the Authority has some skepticism about the value of any adequate measures of educational achievement following review of American efforts in this direction, and though its responsibilities include the most difficult to measure area of informal adult learning, it has begun to feel the need for development of rational systems to present alternatives valid within its mandate and practices. An immediate problem is the high cost of instituting systems to this end. A continuing difficulty is the necessity to show that the alternative ways of "delivering learning" are equivalent. Though better than four hundred studies have shown students can learn from television, it is doubtful that the entire educational community of Ontario would agree to submit direct teaching to this challenge!



Nevertheless, a subcommittee of the Authority Board is studying a project commissioned by them from the Systems Research Group, to determine the applicability of cost estimating methodology similar to that employed in the CAMPUS models in use in community colleges and some boards of education.

A factor in this study is the development of methods to determine the possibilities and limitations of realistic cost comparisons between OECA activities and other elements of the provincial system for which CAMPUS models now exist.

Though such analyses may be helpful to the Authority in dealing with the ways it may marshal its resources to the organization of learning, the Authority views as essential its response to the priorities for resource management established by the organs of educational administration in the Province. Through such means as the study underway (see Chapter VI, page 2) and the considerations applied by the policy field in which the Authority is located, the Authority seeks a wider participation in planning for the future of the province.

In pursuing the detail such planning may require, the Authority has commissioned a study, which on the basis of an interim report, gives insight into the nature of Authority costs as compared to costs of conventional learning systems. Prepared by James Wylie, a member of the Canadian Institute of Chartered Accountants and a graduate



of the University of Western Ontario in Business Administration, the broad objective of the study is to determine the cost of a media-based university course for credit as opposed to the cost of a traditional university course. A cost-benefit analysis will subsequently be performed.

During the 1971-72 session, the University of Waterloo, in cooperation with the Authority conducted a media-based credit course entitled "Arts 100: Communications -- A Course on the New Literacy". The course involves 30 weekly half-hour television broadcasts, a textbook (Professor Gordon's "The New Literacy"), 12 audiotape cassettes, notes on the audio and videotapes, monthly seminar meetings, and a toll-free telephone line between students and the course instructors.

The involvement of the two organizations is complementary. The Authority produced the videotapes for the course and the University of Waterloo conducted the course. It is expected by both institutions that the material will be valid for at least five years. Provision has been made for annual revisions.





Highlights of the cost findings are as follows:

ARTS 100

	50% of costs allocated to the general <u>public</u>	25% of costs allocated to the general <u>public</u>	No allocation of costs to the general <u>public</u>
Production cost of the series	\$ 300,000	\$ 450,000	\$ 600,000
Cost to conduct the course per year for 500 students	\$ 70,000	\$ 72,000	\$ 74,000
Annual amortization of production costs over five years	\$ 60,000	\$ 90,000	\$ 120,000
Total cost per year for 500 students	\$ 130,000	\$ 162,000	\$ 194,000
Cost per student	\$ 260	\$ 324	\$ 388
Incremental annual cost to add 500 additional students	\$ 65,000	\$ 67,000	\$ 69,000
Cost per student	\$ 130	\$ 134	138

TRADITIONAL UNIVERSITY COURSE

Cost to conduct a typical course for 18 students	\$ 7,300
Cost per student	\$ 405
Cost to conduct a course for 500 students	\$ 205,000
Cost to conduct a course for 1,000 students	\$ 410,000

In other words, a media-based course is more economical for a large number of students than the traditional university course. It has a high production cost with low annual



operating costs per student, whereas the traditional course has a low development cost and a high annual cost per student. The number of students involved in the media projects can, of course, be expanded by the use of broadcasting.

In the above calculations, which can be presented in more detail if the committee wishes, all Authority and University direct costs and all administrative costs to both institutions have been included. The percentage allocations for the Arts 100 costs have been outlined to show the effect of assumptions where two channels, 19 in Toronto and 13 in Kitchener carried the programs to a general public, assumed in one case to represent additional audiences amounting to 50% of the enrollment and, alternately, 25% of the enrollment. In fact, audience surveys show several thousands involved in both centers.

In the United States, the International Council for Educational Development prepared a more general study for the Corporation for Public Broadcasting on the nature of the demand for and costs of high school equivalency, college equivalency and vocational courses to be broadcast for adults who had left formal education early in life. A three-year production scheme was planned.

Their study can be summarized as follows:

First Year

- |    |                                       |             |
|----|---------------------------------------|-------------|
| 1. | two high school equivalency courses   | \$1,600,000 |
| 2. | two college level equivalency courses | \$1,600,000 |
| 3. | two vocational training courses       | \$ 800,000  |



Second Year

1.	two high school equivalency courses	\$1,600,000
2.	two college level equivalency courses	\$1,600,000
3.	two vocational training courses	\$ 800,000

Third Year

1.	one high school equivalency course	\$ 800,000
2.	two college level equivalency courses*	\$1,600,000
3.	two vocational training courses*	\$ 800,000

\* Total number of courses to be determined.

To their actual program production costs, a reasonable amount for planning and organization, and for distribution was added. A percentage breakdown was possible using a yardstick developed for the Corporation for Public Broadcasting series, Sesame Street:

- |    |   |              |
|----|---|--------------|
| 1) | research, planning and organization is estimated at approximately | 20% of total |
| 2) | distribution is estimated at approximately                        | 10% of total |

Thus, a three-year program in each of the areas under discussion was estimated as follows:

I. HIGH SCHOOL EQUIVALENCY

1.	Research, planning and organization (20%)	\$1,140,000
2.	Production of programs (70%)	\$4,000,000
3.	Distribution (10%)	<u>\$ 570,000</u>
	Total	\$5,710,000



II. COLLEGE LEVEL EQUIVALENCY\*

1. Research, planning and organization (20%)	\$1,371,000
2. Production of programs (70%)	\$4,800,000
3. Distribution (10%)	<u>\$ 686,000</u>
Total	\$6,857,000

III. VOCATIONAL TRAINING\*

1. Research, planning and organization (20%)	\$ 686,000
2. Production of programs (70%)	\$2,400,000
3. Distribution (10%)	<u>\$ 343,000</u>
Total	\$3,429,000

THREE-YEAR TOTAL OF ALL PROJECTS \$15,996,000

The International Council suggested the following timetable for production:

## I. High School Equivalency

- A. Initial planning of content by College Entrance Examination Board, Educational Testing Service, curriculum experts, etc. 3 months
  - 1. Development, research, testing, pre-production, etc. 12 months
- B. Production (including ancillary materials-12 months
- C. Distribution, utilization, general follow-up 6 months

---

\* Number of courses to be determined; this estimate uses six.

## II. College Level Equivalency

- A. Determination of subject areas, credit granting system, certification procedures, etc. by Educational Testing Service,





A. College Entrance Examination Board, New York Regents,* etc.	12 months
1. Development, research, testing, pre-production, etc.	12 months
B. Production	18 months
C. Distribution	6 months

### III. Vocational Training Course

A. Determination of subject areas, testing and certification procedures, etc. by Educational Testing Service, vocational training experts, and other appropriate authorities	6 months
1. Development, research, testing, pre-production, etc.	12 months
B. Production	12 months
C. Distribution	6 months

Program availability on this schedule could be: \*\*

March 1973	2 High School Equivalency Courses
June 1973	2 Vocational Training Courses
June 1974	2 College Level Equivalency Courses

Several important budget factors could not be determined:

1. Ancillary materials. The need for these materials, which include slides, audio tapes, printed materials (student and teacher guides), film strips, models, etc. would have to be decided at the content meetings. Actual production of these materials was seen as concurrent with production of the broadcast materials.

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\* Assuming New York State became the primary demonstration area.

\*\* This assumed planning would begin early in 1971.



2. Distribution requirements. Because of the complex nature of distribution (and playback) requirements, it may prove most practical for each station to have one complete set of programs; tape stock alone might cost \$1.5 million.
3. Hardware investment. In the case of equivalency programming especially, where a number of locations might serve as focal points for instruction, a sizeable hardware investment may be required to provide alternative viewing patterns.
4. Maintenance expenses. It will be necessary to provide regular supervision and updating of each course to maintain its accuracy and relevance of content to student needs as well as to forthcoming technological developments.

These items would probably double the indicated budget estimates. However, the initial expenditures could be substantially offset by income from secondary uses of the programs and their correlative materials.

This information now forms part of the Adult Learning Program Service, a major CPB project now in interim funding.

The projected costs obviously reflect favorably on what the Authority and the University of Waterloo have accomplished, and by extrapolation, on the range of costs for Ontario enrichment programming for schools.

What such comparisons do is to suggest the scale on which educational communications can add uniquely to the educational opportunities present in any jurisdiction. It has been noted in reviewing the characteristics of Authority programs that educational communications come into their own in a context of social change. It is now to be con-



sidered that their effectiveness is perhaps best reached when production capability and distribution facilities reach a certain "critical mass". This is the point, perhaps achieved in the Toronto area where CICA-TV broadcasts 14 hours a day, where a high volume of programming meets the needs of large numbers of potential viewers of differing needs. In these circumstances, the cost per viewing is driven down, as has been illustrated in the figures presented in Chapter VI, page 6.

In other words, when a certain capability is reached, the distributive efficiencies of educational communications can justify their relatively high initial cost. Obviously, these efficiencies are measured more directly when the communications deal in direct teaching, as in such cases as Arts 100. Although enrichment programming improves the effectiveness of teaching and learning, the use of educational communications is most apt to produce economies where integration with curriculum is more intimate--as in the case of centralized educational jurisdictions. Nevertheless, in projects such as Moonvigil it becomes clear that the intensity of the program and the importance of the social and educational problem (to have children discover the need for organization in society) become joined in ensuring a noteworthy impact on learning.

Successful use of educational communications, thus based, obviously depends on suitable allocation of resources to meet goals. Those stipulated by the Hall-Dennis Committee have been largely met in the existence of the Authority:



an investment in programs amounting to some \$5,000,000, the creation of an educational instrument of feasible size. The support of major educational authorities and of the Provincial government has ensured a broad involvement of the Authority in the life of the Province--an involvement which is currently under study (VI-2) . The Authority itself, by virtue of the work of its Research and Development and Utilization Branches, reveals its findings and methods to the educational community. Through its trained technical and program staffs, high-quality content on a continuing basis underlies its programs, recognized by 13 national and international awards for educational and artistic excellence during the past year.

Most importantly, however, the Authority represents a continuity of enterprise--in support and staff-able to deal with the changing requirements of life in Ontario. In contrast, American educational communications have suffered from a failure to maintain consistent attention of educators and producers, and from the drifting currents of public purpose sporadically applied to educating through mass media. The stunning educational effects of the British Open University may be denied America as a result, though with a new commercial orientation, Sesame Street may unify the cultural experience of pre-schoolers the world over, perhaps with some sacrifice of national development.





What has happened in other jurisdictions shows that marketing can take over from educational involvement, the production of educational materials can verge toward the production of entertainment. Applied to the researchers and teachers and producers active in American educational communications, this means that "moving on" is the mood of the day. The Authority represents an alternative, a dedication to finding ways to organize and present learning opportunities for Ontario citizens.

That alternative is present in the qualities of its programming. It is not present in the same degree for all citizens. Those dependent on services conveyed by the limited network time open for purchase do not have the program volume or local advantages open to those in the Toronto area. Reaching these deprived taxpayers and their families is now a principal objective of the Authority Board. It is a task requiring continuing support of all levels of education and government in the Province.



## C H A P T E R   V I I I

An Overview.



Are Authority services worth the money?

The answer lies with forces of social development and the perceptions of provincial taxpayers. But what might the schools, the colleges and universities say? That may depend on the view of society they take.

Certainly, the spokesmen for North American popular education have been in agreement with Dewey:

Education is the fundamental method  
of social progress and reform.

(My Pedagogic Creed)

Ontario education has registered the same conviction:

We have in our hands means of change  
for human betterment that few in the  
world enjoy.

(Living and Learning)

A member of the Board of the Authority, himself principal of a secondary school, has spoken the conviction of its workers:

Without educational communications, a  
chasm is placed between society and  
experience outside of school, and the  
school itself.

It may be said that today schools are less wells from which to draw information than they are experiences to be lived--experiences through which many sorts of truth become part of individual worth. This report concerns the cost of enriching schools with values captured in unique experiences open to learners and teachers through the services of the Authority. The programs, in other words,



carry some of the truths of the present educational experience in Ontario.

The way in which these are delivered happens to be similar to the way in which, for the most part, society is now informed: through mixes of television and print. The Authority services must therefore be recognized as among the most contemporary features of the Ontario school experience. Just as television as an information and value source has become a cultural imperative, so, it can be asserted, the enrichment of the classroom through television education has become a social and educational necessity.

How necessary, beyond its unquestioned modernity?

Consider again the ten series outlined earlier. Are there truly alternatives to importing such experiences by Authority media to all areas of the Province? For example, multiple copies of film might be delivered to the 4,010 elementary and 563 secondary schools of the province. Were each school to receive one print of each of, say, 200 programs (and the OECA currently broadcasts 141 school series, each between four and 25 programs), and were such films to be bought at the bargain price of \$150 each, the cost would be \$137,190,000. The total cost of the Authority for schools and other services was \$10,900,000, last year.

This argument neglects the fact that a film cannot be produced for \$150, though shrewd purchasing may acquire one already made for that price. However, where are such





films likely to be made? A brief to the Royal Commission on Book Publishing in Ontario by the Educational Media Association of Canada showed that the largest single Canadian educational film market (Metro Toronto and Peel County) spent 79% of a \$566,580 educational film budget in 1970 on American and foreign films, 21% on Canadian films. The issue of cultural and economic--not to mention education--nationalism is immediately created by such explorations.

Suppose, though that suitable films from American sources were found at suitable prices, could the initially high investment not be amortized over, say, a 10-year period.

It seems unlikely. In the experience of film distributors, a colour film will bear 10-15 plays before it needs replacement or editing. Single prints in schools would not last long. Further, film revisions, as opposed to videotape revisions, are costly in terms of re-production and re-processing charges.

Again, what do the unique qualities of Authority services, outlined in Chapter V mean at the moment? Are these services not sufficient at the present level? Probably not. The Authority is unable to deliver the Toronto area service equally to the whole province. At this particular time, there are educational and social arguments as strong as those for operational and economic efficiency.

For example, it may be that the era of popular support for education has been succeeded by concern among the public for jobs, for welfare, for the quality of life and the environment. If the sixties was the decade of education, the present may be the decade of a generalized ecological concern. Though the schools may have fewer children to



deal with, because of declining birth rates, the shift in popular concern in no way excludes the schools. It is unlikely that the public will be willing to give less, though perhaps at a declining rate, to education. The process of education continues, perhaps more intimately and helpfully involved with society than before. In these present issues, the school is a part, responsive and responding. The services brought to education by the Authority-particularly those which extend the school's reach (and indeed, visibility) - become increasingly important.

Finally, by virtue of the existence of the Authority, other jurisdictions are able to deal with their own futures. The Authority in other words, represents opportunity cost advantages in educational communications to the Ontario system as a whole. While the Authority looks forward to early opportunities to provide ways for localities to insert their own programming for their own purposes, the policy of the Authority rests on vivid local contributions through Board and Regional Councils and through production crews and program advisory committees seeking out local and regional requirements. It is doubtful that the "critical mass" of talents centered on the Authority could be developed in many parts of the Province in all characteristics without large financial requirements. However, as has been suggested in Chapter VI, the Authority could be directed to play a significant role in rationalizing the use of regional and local investment in television equipment to maximize economic advantages, and to avoid duplication.



The Authority believes, in other words, that its particular economic situation is what the Hall-Dennis Report stipulated:

"...money and effort spent on education is money and effort well spent; an investment in human resources that will pay handsome dividends not only in terms of economics but in human happiness and well-being. It is an investment in which all young people of Ontario must have the opportunity to participate."



## A P P E N D I X

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- The Ontario Educational Communications Authority, Annual Report, 1970-71.
- The Ontario Educational Communications Authority, Broadcast Program Inventory, 1971-72.
- The Ontario Educational Communications Authority, Projects of the Research and Development Branch Completed, 1971-72.
- The Ontario Educational Communications Authority, Projects of the Research and Development Branch Approved for 1972-73.
- Partial Bibliography.
- Ministry of Education - OECA in-school survey forms.





PRE-SCHOOL SERIES BROADCAST - SEPTEMBER, 1971 - JUNE, 1972

Camberwick Green

Guess What?

Magic Roundabout

Misterogers' Neighbourhood

Pick-a-Letter

Polka Dot Door

Sesame Street

May 4/72



PRIMARY

SERIES

A Community of Shapes  
Adventures For Learning  
Alive and Moving - Part I  
All About You  
Basic Movement Skills  
Child Life in Canada  
Child Life in Other Lands  
How  
Indian Legends  
In Many Houses  
Let's Act It Out  
Let's Work Together  
Look and Learn  
Me and My World  
Nature Provides  
Reading Opportunities  
Ripples  
Science Experiences: Ernie's Place  
One, Two, Three, Four....Friend

SUBJECT

Mathematics  
Language Arts  
Drama  
Health Education  
Physical Education  
Social Studies  
Social Studies  
Science  
Social Studies  
Social Studies  
Drama  
Social Studies  
Language Arts  
Language Arts  
Science  
Language Arts  
Language Arts  
Science  
Mathematics



## JUNIOR

### SERIES

Alive and Moving - Part II  
Animals in History  
Basic Physical Science  
Claudette et Toto  
Ecology: You and Your Environment  
Junior Museum  
Les Aventures de Dorpp  
Man and His World - Part I  
Man and His World - Part II  
Mathematics Around Us  
Mathematics - Measurement  
Mathematical Relationships  
People and Places  
Relationships in Nature  
Science the Motivator  
The House That Math Built  
The Origin of Numbers  
Bookbinding  
Sounds and Music  
The Stream Community  
World Out There  
You and Eye

### SUBJECT

Drama  
Social Studies  
Science  
Moderns - French  
Science  
Science  
Moderns - French  
Social Studies  
Social Studies  
Mathematics  
Mathematics  
Mathematics  
Social Studies  
Science  
Science  
Mathematics  
Mathematics  
Arts and Crafts  
Music  
Science  
Social Studies  
Arts and Crafts



INTERMEDIATE

SERIES

Adventures in Mathematics  
Arts Now  
Arts Then and Now  
Buildings Are For People  
Canadiana  
Climates of North America  
Creative Drama  
Creative Writing  
Description and Prescription  
Dusting Off Mythology  
Environmental Studies  
Fame Was Not Theirs  
Images and Things  
Intermediate Mathematics  
In the Picture  
Music In your Life  
No Community Stands Alone  
Our Metropolis  
Pioneer Ontario  
Profiles of a Peninsula  
Movement and Mobiles  
A New Day Tomorrow  
Settings in Geometry  
Shorelines  
Watch This Space  
White Inferno  
Worlds of Geography

SUBJECT

Mathematics  
Arts  
Arts  
Arts  
Social Sciences  
Geography  
Drama  
Language and Literature  
Human Geography  
Language and Literature  
Social Sciences  
History  
Arts  
Mathematics  
Social Studies  
Music  
Social Sciences  
Human Geography  
History  
Human Geography  
Arts  
Language and Literature  
Mathematics  
Geography  
Science  
Human Geography  
Geography





SECONDARY

SERIES

Analysis  
A Place to Live  
Aspects of British History  
Artists of Ontario  
Biology  
Busines As a System  
Careers in View - Part I  
Careers in View - Part II  
Canadian Poets  
Chemistry  
The Citizen in Society  
Concepts and Regions  
Concepts in Economics  
The Consumer Game  
Das Lebendige Deutsch  
Data Processing  
En Francais  
Decision  
Drug Scene  
Elements of Technology  
Episodes and Issues in Canadian History  
Explorations in Shakespeare  
"Father" Rhine / Old Locales, New Times  
French Authors  
French Culture  
The Family Structure: Responses to Pressure  
Focus on Society  
The Fourth Dimension  
Geology

SUBJECT

Mathematics  
Consumer Education  
History  
Arts  
Science  
Business and Commerce  
Guidance  
Guidance  
English Literature  
Science  
Social Sciences  
Geography  
Social Sciences  
Consumer Education  
Moderns - German  
Business and Commerce  
Moderns - French  
Guidance  
Health Education  
Technology  
History  
English Literature  
Social Sciences  
Moderns - French  
Moderns - French  
Social Sciences  
Social Sciences  
Mathematics  
Science



Gerald Gladstone - Artist Downtown	Arts
German Culture	Moderns - German
Guten Tag	Moderns - German
Glaciation	Geography
The Group and the Individual	Social Sciences
Haiku	Language and Literature
History Through Art	History
Impressions of the Soviet Union	Human Geography
Inside Revolution	Social Sciences
Insights of Psychology	Social Sciences
Italian Culture	Moderns - Italian
Italiano in Azione	Moderns - Italian
Langue et Activite	Moderns - French
Latin Authors	Classics
Let's Speak Russian	Moderns - Russian
The Law and Where Its At	Social Sciences
Leterature, Language and the Arts	Language and Literature
Man and Space	Social Sciences
Mathematical Concepts	Mathematics
The Middle East	Human Geography
Mon Pays, Mes Chansons	Moderns - French
Of Polders and Progress	Social Sciences
Physical Education	Physical Education
Roman Life	Classics
Rugger ;	Physical Education
Russian Culture	Moderns - Russian
Screen Education	Screen Education
She Shows Me Everything	English Literature
Spanish Culture	Moderns - Spanish



Spanish Language Learning

Spanish Theatre

Strategies For Change

Technology and Man

Television

Theatre Arts

This Family

The Thirties: Age of the Great Depression

The Third World

Tous Canadiens

Urban Geography

Urban Sociology

Theatre Arts: Why Can't We Do It Like the Pros?

The World of Peter Bruegel

Moderns - Spanish

Moderns - Spanish

Social Sciences

Social Sciences

Science

Drama

Home Economics

History

Social Sciences

Moderns - French

Human Geography

Social Sciences

Language and Literature

Arts



YOUTH

SERIES

Astronomy  
Black, White and Grey  
Canterbury Tales  
14 Day World  
Good Sailing  
Hockey  
Hold Down a Chord  
It Stands to Reason  
Mathematics Everywhere  
Painting With Guy Palazzola  
Photography  
Rebels Who Count  
Rediscovering Art Media  
Swim

SUBJECT

Science  
Social Sciences  
English Literature  
Social Sciences  
Physical Education  
Physical Education  
Music  
Mathematics  
Mathematics  
Arts and Crafts  
Arts and Crafts  
Mathematics  
Arts  
Physical Education





OCCUPATIONAL COURSES

SERIES

SUBJECT

Occupations

Occupational Courses: Vocational Subjects



TEACHER EDUCATION SERIES BROADCAST - SEPTEMBER, 1971 - JUNE, 1972

Chalkdust

Change and Challenge

The Classroom in Action

The Classroom Outdoors

Communications and Education

Creative English

Curriculum Support

The Early Adolescent

\* Educating Handicapped Children

Examining the Change Process

Frontiers

Guidance

History: The Program in Action

Innovations in Secondary Schools

Juniors at Work

Language and Learning

A Look at Learning: Intelligence

A Look at Learning: Reinforcement

Paperweight

Patterns in Language

Philosophy in Education

Physical Education: Parallel Programs

P. L. O.

Ripples: Parallel Programs

Science the Motivator: Parallel Programs



Teacher Education Specials:

Change is a Six-Letter Word

In Loco Magistri

Ivan Illich: Alternatives in Canadian Education

The Land of Mu (Parts 1 and 2)

Living and Learning

The Play is Not the Thing

Reading '71

Schools are for People

What About Ivan Illich?

The Teaching of French in Grades 7 & 8

The Teaching of French in Grades 9 & 10

Utilization

\* The Broken Bridge

\* Children Without Words

\* The Gifted Child

\* indicates Special Education Programming

May 4/72



April 27, 1972



PROJECTS OF THE RESEARCH AND DEVELOPMENT BRANCH COMPLETED  
DURING FY 1971 - 72

An Investigation of Characteristics of Non-Urban Audiences in the Channel 19 Coverage Area.

A Description of Audience Characteristics in the Ottawa Channel 24 television Coverage Area.

A Study of the Educational Needs and Interests of Selected Adult Groups within the Channel 19 Coverage Area.

A Feasibility Study pertaining to the Expansion of Television Services of the OECA.

An Investigation of the Feasibility of Extension of Channel 19 Television Services by Means of Low Power Translators in South Central, South Western and South Eastern Ontario, as compared with high power UHF Transmitters.

A Survey of Cable Companies and Cable Users in Ontario.

A Survey of Informed Opinion on the Availability and Appropriateness of Communications Media Resources for the Continuing Medical Education of Ontario Physicians.

An Audio-Visual Report on an Enquiry of an OECA Team into the Needs and Interests in Education of the Indian Population of Reservations in Northern Ontario.

The Organization of the Ontario Round Table Meeting "Educational Communications and the New Technologies".

The Organization of the Symposium "Education in the World of Mass Communications".





A Survey of Literature Related to Pre-School Television Programming Objectives, Viewing Audience Characteristics, Production Techniques and Educational Effectiveness.

An Exploration of the Educational Potentialities and Limitations of Video Cassette, Cartridge and Disc Equipment and Products.

The Continuous Publication of "Papers and Reports Concerning Educational Communications".

A Three-Term In-School Audience Survey.

A Continuous Evaluation of OECA School Programs Through the Evaluation Card System.

A Continuous Appraisal and Analysis of Channel 19 and Provincial Network Audiences.

OECA Home Audience Surveys - Spring and Fall.

A Qualitative Assessment of Students' Reaction to the First Program in the Series "Arts 100: Communications".

An Evaluation of the Impact, Effectiveness and Attractiveness of the Program Series "Operation Moonvigil".

An Assessment of the Reaction of Parents and Children to the Play - School Television Series and Pre-School Television Programming in General.

An Analyses of Teachers' Comments on OECA Programs taken from 1970-71 Evaluation Cards.

A Cost Analysis Study of "Arts 100: Communications".

The Continuous Provision of Information Concerning Education and Educational Facilities, the Mass Media and Cultural and Economic Profiles for the OECA Regional Advisory Councils.



April 27, 1972



PROJECTS OF THE RESEARCH AND DEVELOPMENT BRANCH APPROVED  
FOR FY 1972-73

Project: "Learning for Change" (A research study aimed at the identification of specific areas of knowledge and skill which are of crucial importance for people living in today's changing society).

Study of the Needs and Interests of Ontario Physicians in Continuing Medical Education through the Communications Media.

Study of the Educational Needs of the Non-Motivated (A project aimed at the disadvantaged urban adult with the purpose of designing program schemes to motivate learning and improvement in basic life-coping skills, etc.).

Project CALL: Computer-Assisted Lifelong Learning (aimed at providing information about different available educational resources most appropriate in meeting a single educational need or interest of an individual).

Study of Classification Approaches to Media Information Retrieval Systems (aimed at retrieving of the audio-visual material produced and acquired by the Authority).

Three-Term In-School Audience Surveys (to investigate the state of diffusion of television facilities, utilization and acceptance of OECA and CBC programs in Ontario schools).

Evaluation of School Programs through the Evaluation Card System.

Appraisal and Analysis of Channel 19 and Provincial Network Audiences.

OECA Home Audience Surveys.

Evaluation Study of "Arts 100: Communications".

Evaluation of Castle Zaremba Program Series.



Evaluation Study of 4 OECA School Program Series with Reference to Their Stated Objectives.

Evaluation Study of the Series on Introductory Sociology Ryerson Open College.

Analyses of Channel 19 Program Schedule.

The Implementation of the Series Classification Project (aimed at the identification of OECA programming according to the subject matter and target audience taxonomies).



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BILL 43

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An Act to establish  
The Ontario Educational Communications Authority

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An Act to establish  
The Ontario Educational Communications  
Authority

HIS MAJESTY, by and with the advice and consent of the  
Legislative Assembly of the Province of Ontario, enacts as  
follows;

1. In this Act,

(a)"Authority" means the Ontario Educational Communi-  
cations Authority;

(b)"Board" means the board of directors of the Authority;

(c)"Minister" means the Minister of Colleges & Universi-  
ties.

2. (1)There is hereby established a corporation without share  
capital under the name "The Ontario Educational Communications  
Authority", consisting of thirteen members, one of whom shall  
be the Chairman, and of the remaining twelve members, not  
fewer than three and not more than four shall be members of  
the public service of Ontario.

(2)The members of the Authority, including the Chairman,  
shall be appointed by the Lieutenant Governor in Council to  
hold office for not more than three years but may be reappointed  
by the Lieutenant Governor in Council, and at least three mem-  
bers shall retire each year.

(3)The members for the time being of the Authority form  
and are its board of directors.

(4)The Chairman of the Authority shall be the Chairman of  
the Board, and the Lieutenant Governor in Council may from  
time to time designate one of the other members as Vice-  
Chairman of the Board and prescribe his duties.



(5) A director, other than the Chairman, may be paid such fees for attendance at meetings of the Authority as may be fixed by the Lieutenant Governor in Council, and all directors are entitled to be paid their actual travelling and living expenses necessarily incurred on the business of the Authority.

(6) Seven directors constitute a quorum for meetings of the Board.

(7) Meetings of the Board or of the members of the Authority shall be held at the call of the Chairman, or in the absence or incapacity of the Chairman or if the office of Chairman is vacant, in such other manner as may be prescribed by the by-laws of the Authority, but in no case shall more than four months elapse between meetings of the Board.

(8) The head office of the Authority shall be at The Municipality of Metropolitan Toronto, or such other place in Ontario as the Lieutenant Governor in Council designates.

(9) The fiscal year of the Authority begins on the 1st day of April and ends on the 31st day of March in the following year.

3. The objects of the Authority are,

(a) to initiate, acquire, produce, distribute, exhibit or otherwise deal in programs and materials in the educational broadcasting and communications fields;

(b) to engage in research in those fields of activity consistent with the objects of the Authority under clause a; and

(c) to discharge such other duties relating to educational broadcasting and communications as the Board considers to be incidental or conducive to the attainment of the objects mentioned in clauses a and b.

4. Subject to the approval of the Lieutenant Governor in Council, the Authority may,

(a) acquire by purchase, lease or otherwise; and

(b) sell or otherwise dispose of,

any land or any interest in land.

5. (1) Subject to subsections 2 and 3, the Board may make by-laws regulating its proceedings and generally for the conduct and management of the affairs of the Authority.





(2) All by-laws of the Authority shall be filed with the Minister provided, however, that no by-law shall take effect until the expiration of two weeks from the date of filing.

(3) The Lieutenant Governor in Council may amend or revoke any by-law provided that any such amendment or revocation shall not prejudice the rights of any person dealing with the Authority.

6. (1) The Chairman is the chief executive officer of the Authority and shall be paid such salary as the Lieutenant Governor in Council determines.

(2) The Board may employ such persons and retain such technical and professional consultants as it considers necessary for the conduct of the affairs of the Authority as such remuneration and upon such terms as the Board approves.

(3) The officers and employees of the Authority are not Crown employees, and the provisions of The Labour Relations Act apply to them and to the Authority.

7. (1) The Authority has the following powers incidental and ancillary to its objects,

(a) to enter into operating agreements with the appropriate agency or agencies of the Government of Canada and with broadcasting stations or networks for the broadcasting of educational programs;

(b) to enter into contracts with any person in connection with the production, presentation or distribution of the programs and materials of the Authority;

(c) to acquire, publish, distribute and preserve, whether for a consideration or otherwise, such audio-visual materials, papers, periodicals and other literary matter as relate to any of the objects of the Authority;

(d) to make arrangements or enter into agreements with any person for the use of any rights, privileges or concessions that the Authority may consider necessary for the purposes of carrying out its objects.

(2) Except as provided in subsection 3, subsection 1 of section 22 of The Corporations Act applies to the Authority.

(3) Clauses a, b, d, e, g, h, j, k, m, p, q, r, t, u, and v of subsection 1 of section 22, and sections 287 and 288 of The Corporations Act do not apply without the approval of the Lieutenant Governor in Council.



8. The Authority may provide compensation for services performed by way of remuneration and employee benefits which the Authority may from time to time consider appropriate, to or for the benefit of any of the persons mentioned in section 6, or any class or classes of them, as well as any other persons who may be entitled thereunder, out of a fund or funds comprising contributions made by such persons, or any class or classes thereof, or by the Authority, or both or otherwise.

9. The Authority shall appoint such regional councils and such advisory committees as it considers necessary to advise it in developing the policy and operations of the Authority, and may pay the members thereof such fees for attending meetings as may be fixed by the Treasury Board of Ontario and such members are entitled to be paid their reasonable travelling and living expenses necessarily incurred on the business of a committee.

10. (1) The Authority shall maintain in its own name one or more accounts in The Province of Ontario Savings Office or in one or more chartered banks or in one or more trust companies registered under The Loan and Trust Corporations Act.

(2) The total deposits of the Authority in any trust company shall not exceed at any time 3 per cent of the paid-in capital plus surplus and reserves of the trust company.

(3) Subject to subsection 3 of section 15, all moneys received by the Authority through the conduct of its operations or otherwise shall be deposited to the credit of accounts established under subsection 1, and shall be administered by the Authority exclusively in carrying out its objects.

11. The accounts and financial transactions of the Authority shall be audited annually by the Provincial Auditor or such other auditor or auditors as the Lieutenant Governor in Council may appoint, and a report of the audit shall be made to the Authority and to the Minister.

12. (1) The Board shall make an annual report to the Minister upon the affairs of the Authority, and the Minister shall submit the report before the Assembly if it is in session or, if not, at the next ensuing session.

(2) The Authority shall make such further reports to the Minister as the Minister may from time to time require.



13. (1) With the approval of the Lieutenant Governor in Council, the Authority may borrow money for purchasing or otherwise, acquiring real or personal property, for making improvements, or for any of the objects of the Authority, and may issue bonds, debentures, notes or other securities to provide for the repayment of any moneys so borrowed, and such manner and at such place or places in Canada or elsewhere, and may bear such interest, as the Authority may consider proper.

(2) The Lieutenant Governor in Council may authorize the Treasurer of Ontario for and on behalf of Ontario to guarantee the payment of any securities issued by the Authority for any of the purposes mentioned in subsection 1.

(3) The form of guaranty and the manner of its execution shall be determined by the Lieutenant Governor in Council.

14. (1) The Lieutenant Governor in Council may authorize the Treasurer of Ontario,

(a) to purchase any securities of the Authority; and

(b) to make advances to the Authority in such amounts, at such times and on such terms and conditions as the Lieutenant Governor in Council may consider expedient.

(2) The moneys required for the purposes of this section shall be paid out of the Consolidated Revenue Fund.

15. (1) The cost of the establishment, maintenance and conduct of the Authority shall be payable until the 31st day of March 1971, out of the Consolidated Revenue Fund and thereafter out of moneys appropriated therefor by the Legislature.

(2) All moneys received by the Authority shall be applied in the discharge of its duties and obligations.

(3) Any surplus moneys shall, on the order of the Lieutenant Governor in Council, be paid into and form part of the Consolidated Revenue Fund.

16. This Act comes into force on a day to be named by the Lieutenant Governor by his proclamation.

17. This Act may be cited as The Ontario Educational Communications Authority Act, 1970.





# Ontario Department of Education

Mowat Block Queen's Park / Toronto 182 Ontario

ETV Survey No. 2, 1972.

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION  
DIRECTORS OF EDUCATION  
SUPERINTENDENTS OF SEPARATE SCHOOLS  
PRINCIPALS OF SCHOOLS

RE: EDUCATIONAL TELEVISION SURVEY OF PROGRAMS BROADCAST FROM  
JANUARY 3 TO MARCH 17, 1972.

Over the past years The Ontario Educational Communications Authority (and earlier the Educational Television Branch of the Ontario Department of Education) has conducted annual audience surveys with the co-operation of principals and teachers in Ontario schools. It is the purpose of these surveys to learn about the state of ETV utilization in Ontario schools, and the acceptability of OECA and CBC programs among teachers using ETV. Your participation in this survey will provide valuable information regarding the evaluation of educational television programs for schools.

In an attempt to reduce the time and energy involved in the audience survey, particularly on the part of schools, the OECA is conducting this year's survey in three phases. A number of schools is selected for each phase, on the basis of random sampling, to serve as respondents. This memorandum initiates the second phase of the survey and is concerned with the evaluation of OECA and CBC programs telecast from January 3 to March 17, 1972.

Enclosed are two survey forms: one to be filled out by the principal, and the other by teachers who have used television programs. If the school was not using any ETV series during the period from January 3 to March 17, 1972, it is requested that only the principal's form be used and that it be returned immediately in the enclosed self-addressed envelope. If teachers used one or more ETV series during this period, the principal is asked to distribute the teachers' forms to them and to return by April 19, 1972, both the principal's form and the teachers' forms together in the self-addressed envelope. It is important for the OECA to have a reply whether the school has used ETV or not.

Your co-operation will be much appreciated.

J. F. Kinlin,  
Assistant Deputy Minister.

March 29, 1972.







The Ontario Educational  
Communications Authority  
Canada Square  
2180 Yonge Street  
Toronto 295, Ontario

# Educational Television Survey/Winter 1972

## Secondary School Teacher's Form

This survey is concerned with the evaluation of educational television programs telecast by The Ontario Educational Communications Authority and the Canadian Broadcasting Corporation from January 3 to March 17, 1972. In order to obtain accurate information, it is important for us to have your response regardless of the frequency with which you utilized the television programs. Please answer the following questions and return this form to the principal's office at your earliest convenience. (If other teachers require additional Teacher's Forms please call OECA, Research Section, collect at 416-487-1371, Local 280.)

### 1. What grade and/or subject area are you teaching during the 1971-72 school year?

Grade level: \_\_\_\_\_ Subject area: \_\_\_\_\_

### 2. Did you use OECA and CBC programs during the 1970-71 school year?

☐ yes ☐ no

### 3. Have you ever watched Teacher Education television programs at school or at home?

☐ yes at school ☐ yes at home ☐ no

If "yes", would you be willing to respond to a special questionnaire on Teacher Education television programs?

☐ yes ☐ no

### 4. During the past three months, how often did your students view a TV program in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

### 5. During the past three months, how often did your students view a motion picture in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

### 6. During the past three months, how often did your students use a tape recorder, record player or listening station in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

### 7. During the past three months, how often did your students view filmstrips, 8 mm. films or slides in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

### 8. Do you have the services of an AV technician?

☐ yes ☐ no

For each of the following series viewed via broadcast or video-tape replay during the period from January 3 to March 17, 1972, please indicate the number of programs viewed, circle the number of classes that viewed under your supervision and the appropriate rating.

#### Example:

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-tape	No. of Classes Viewing	Rating	Office Use Only
Images and Things	11	6	5	12, 3, 4, 5, 5+	1, 2, 3, 4	

This example shows that out of eleven programs telecast, six programs were viewed via broadcast and five viewed via video-tape replay by two classes; the teacher's rating was four (excellent).

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-tape	No. of Classes Viewing	Rating	Office Use Only
OECA Series						

<b>Arts</b>						
Music in Your Life	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Images and Things	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Why Can't We Do It Like the Pros?	7			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
<b>Communications</b>						
Claudette et Toto	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Zérozérohuit	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Creative Writing	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Write! Right?	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Das Lebendige Deutsch	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
En Français	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Cultural Enrichment	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Programs of Language and Learning	1			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Strategies for Change	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Medieval Drama	1			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Television	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
<b>Pure and Applied Sciences</b>						
Intermediate Mathematics	9			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Mathematical Concepts (Transformations)	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Chemistry	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Business as a System	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Data Processing	7			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	

Series Title	No. Programs Viewed Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
The Consumer Game	6			1,2,3,4,5,5+	1,2,3,4	
Geology	3			1,2,3,4,5,5+	1,2,3,4	
<b>Social Sciences</b>						
The White Inferno	2			1,2,3,4,5,5+	1,2,3,4	
Watch This Space	3			1,2,3,4,5,5+	1,2,3,4	
Occupations	5			1,2,3,4,5,5+	1,2,3,4	
Urban Studies	6			1,2,3,4,5,5+	1,2,3,4	
Of Polders and Progress	1			1,2,3,4,5,5+	1,2,3,4	
<b>Others</b>						
Landmarks	2			1,2,3,4,5,5+	1,2,3,4	
Miniature Skiing	6			1,2,3,4,5,5+	1,2,3,4	
Art	9			1,2,3,4,5,5+	1,2,3,4	
<b>Frenches</b>						
Le Jardin des sensations	11			1,2,3,4,5,5+	1,2,3,4	
Le Monde des petits	11			1,2,3,4,5,5+	1,2,3,4	
Trousse-Mitoulle	11			1,2,3,4,5,5+	1,2,3,4	
La Conquête de l'espace	8			1,2,3,4,5,5+	1,2,3,4	
L'abc de la physique	2			1,2,3,4,5,5+	1,2,3,4	
Les Visages du Canada	8			1,2,3,4,5,5+	1,2,3,4	
Rencontre avec l'écrivain	5			1,2,3,4,5,5+	1,2,3,4	
Peu sur les planches	8			1,2,3,4,5,5+	1,2,3,4	
L'Écrivain du coin de l'oeil	5			1,2,3,4,5,5+	1,2,3,4	
La Langue et la vie '67-'68	5			1,2,3,4,5,5+	1,2,3,4	
L'Univers moléculaire	2			1,2,3,4,5,5+	1,2,3,4	
La Langue et la vie '68-'69	5			1,2,3,4,5,5+	1,2,3,4	
Histoire des civilisations	9			1,2,3,4,5,5+	1,2,3,4	
L'Homme et son milieu	5			1,2,3,4,5,5+	1,2,3,4	
Le Théâtre, le tragique et vous	3			1,2,3,4,5,5+	1,2,3,4	
Beaux-arts et musique	6			1,2,3,4,5,5+	1,2,3,4	
A la Découverte de l'Ontario	5			1,2,3,4,5,5+	1,2,3,4	
Nouvelle-Guinée: mosaïque	9			1,2,3,4,5,5+	1,2,3,4	
Te Retrouver Québec	1			1,2,3,4,5,5+	1,2,3,4	
Silions dans la neige	1			1,2,3,4,5,5+	1,2,3,4	
A la Rencontre des maîtres-peintres	16			1,2,3,4,5,5+	1,2,3,4	
Mon pays, mes chansons	3			1,2,3,4,5,5+	1,2,3,4	
Préférences de l'écrit	6			1,2,3,4,5,5+	1,2,3,4	
Jongleries mathématiques	2			1,2,3,4,5,5+	1,2,3,4	

Series Title	No. Programs Viewed Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
<b>CBC Series</b>						
History Is Alive and Well and Living In ...	8			1,2,3,4,5,5+	1,2,3,4	
Junior Natural Science	4			1,2,3,4,5,5+	1,2,3,4	
Survival in the Wilderness	4			1,2,3,4,5,5+	1,2,3,4	
Society and How It Works	3			1,2,3,4,5,5+	1,2,3,4	
Junior Science	3			1,2,3,4,5,5+	1,2,3,4	
Music—From Bach to Rock	5			1,2,3,4,5,5+	1,2,3,4	
Tommy Tompkins' Wildlife Country	6			1,2,3,4,5,5+	1,2,3,4	

If you have used other OECA programs via broadcast or video-tape replay during the period from January 3 to March 17, 1972, please indicate in the following table:

Series Title	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	

Thank you for your co-operation



Name of Respondent	
Subject Area of Teaching	
Name of school	
Address of school	





The Ontario Educational  
Communications Authority  
Canada Square  
2180 Yonge Street  
Toronto 295, Ontario

# Educational Television Survey/Winter 1972

## Elementary School Teacher's Form

This survey is concerned with the use and acceptability of educational television programs telecast by The Ontario Educational Communications Authority and the Canadian Broadcasting Corporation from January 3 to March 17, 1972. In order to obtain accurate information, it is important for us to have your response regardless of the frequency with which you utilized the television programs. Please answer the following questions and return this form to the principal's office at your earliest convenience. (If other teachers require additional Teacher's Forms please call OECA, Research Section, collect at 416-487-1371, Local 280.)

1. What grade and/or subject area are you teaching during the 1971-72 school year?

Grade level: \_\_\_\_\_ Subject area: \_\_\_\_\_

2. Did you use OECA and CBC programs during the 1970-71 school year?

☐ yes ☐ no

3. Have you ever watched Teacher Education television programs at school or at home?

☐ yes at school ☐ yes at home ☐ no

If "yes", would you be willing to respond to a special questionnaire on Teacher Education television programs?

☐ yes ☐ no

4. During the past three months, how often did your students view a TV program in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

5. During the past three months, how often did your students view a motion picture in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

6. During the past three months, how often did your students use a tape recorder, record player or listening station in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

7. During the past three months, how often did your students view filmstrips, 8 mm. films or slides in your classroom/teaching area?

☐ 1) Never ☐ 2) Sometimes, but less than once a month ☐ 3) 1-2 times a month  
☐ 4) 3-4 times a month ☐ 5) 5 or more times a month

8. Do you have the services of an AV technician?

☐ yes ☐ no

For each of the following series viewed via broadcast or video-tape replay during the period from January 3 to March 17, 1972, please indicate the number of programs viewed, circle the number of classes that viewed under your supervision and the appropriate rating.

### Example:

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-tape Recorder	No. of Classes Viewing	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
Ripples	11	7	4	12	4, 5, 5+ 1, 2, 3, 4	

This example shows that out of eleven programs telecast, seven programs were viewed via broadcast and four viewed via video-tape replay by two classes; the teacher's rating was four (excellent).

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-tape Recorder	No. of Classes Viewing	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
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### OECA Series

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-tape Recorder	No. of Classes Viewing	Rating 1—poor 2—fair 3—good 4—excellent	Office Use Only
Arts						
Music in Your Life	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Images and Things	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Communications						
Alive and Moving, Part 1	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Reading Opportunities	10			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Ripples	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Indian Legends	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Claudette et Toto	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Les Aventures de Dorpp	12			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Zérofrohuit	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Creative Writing	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Write! Right?	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Pure and Applied Sciences						
Community of Shapes	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Junior Museum	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Intermediate Mathematics	9			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	



Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed 1-poor 2-fair 3-good 4-excellent Recorder	No. of Classes Viewing	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
<b>Social Sciences</b>						
People and Places	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Health-All About You	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Man and His World	12			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Operation Moonvill	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Watch this Space	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Occupations	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
The White Inferno	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
<b>Others</b>						
Landmarks	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Miniature Skiing	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Art	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
<b>Français</b>						
Le Jardin des sensations	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Le Monde des petits	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Trousse-Mitoulle	11			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
La Conquête de l'espace	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
L'abc de la physique	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Les Visages du Canada	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Rencontre avec l'écrivain	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Feu sur les planches	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
L'Ecrivain du coin de l'oeil	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
La Langue et la vie '67-'68	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
L'Univers moléculaire	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
La Langue et la vie '68-'69	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Histoire des civilisations	9			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
L'Homme et son milieu	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Le Théâtre, le tragique et vous	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Beaux-arts et musique	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
A la Découverte de l'Ontario	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Nouvelle-quinée: mosaïque	9			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Te Retrouver Québec	1			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Silions dans la neige	1			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
A la Rencontre des maîtres-peintres	16			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed 1-poor 2-fair 3-good 4-excellent Recorder	No. of Classes Viewing	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
Mon pays, mes chansons	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Phénomènes de l'heure	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Jongleries mathématiques	2			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
<b>CBC Series</b>						
History Is Alive and Well and Living in . . .	8			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Junior Natural Science	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Survival In the Wilderness	4			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Society and How It Works	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Junior Science	3			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Music-From Bach to Rock	5			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
Tommy Tompkins' Wildlife Country	6			1, 2, 3, 4, 5, 5+	1, 2, 3, 4	

If you have used other OECA programs via broadcast or video-tape replay during the period from January 3 to March 17, 1972, please indicate in the following table:

Series Title	No. Programs Telecast	No. Programs Viewed Via Broadcast	No. Programs Viewed 1-poor 2-fair 3-good 4-excellent Recorder	No. of Classes Viewing	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	
				1, 2, 3, 4, 5, 5+	1, 2, 3, 4	

Thank you for your co-operation



Name of Respondent

Grade Level of Teaching

Name of school

Address of school







Series Title	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
<b>Social Sciences</b>					
People and Places	2		1,2,3,4,5,5+	1,2,3,4	
Health-All About You	11		1,2,3,4,5,5+	1,2,3,4	
Man and His World	12		1,2,3,4,5,5+	1,2,3,4	
Operation Moonjigil	8		1,2,3,4,5,5+	1,2,3,4	
Watch this Space	3		1,2,3,4,5,5+	1,2,3,4	
Occupations	5		1,2,3,4,5,5+	1,2,3,4	
The White Inferno	2		1,2,3,4,5,5+	1,2,3,4	
<b>Others</b>					
Landmarks	2		1,2,3,4,5,5+	1,2,3,4	
Miniature Skiing	6		1,2,3,4,5,5+	1,2,3,4	
Art	6		1,2,3,4,5,5+	1,2,3,4	
<b>Français</b>					
Le Jardin des sensations	11		1,2,3,4,5,5+	1,2,3,4	
Le Monde des poëtes	11		1,2,3,4,5,5+	1,2,3,4	
Trousse-Milouille	11		1,2,3,4,5,5+	1,2,3,4	
La Conquête de l'espace	8		1,2,3,4,5,5+	1,2,3,4	
L'abc de la physique	2		1,2,3,4,5,5+	1,2,3,4	
Les Visages du Canada	8		1,2,3,4,5,5+	1,2,3,4	
Rencontre avec l'écrivain	5		1,2,3,4,5,5+	1,2,3,4	
Feu sur les planches	8		1,2,3,4,5,5+	1,2,3,4	
L'Ecrivain du coin de l'oeil	5		1,2,3,4,5,5+	1,2,3,4	
La Langue et la vie '67-'68	5		1,2,3,4,5,5+	1,2,3,4	
L'Univers moléculaire	2		1,2,3,4,5,5+	1,2,3,4	
La Langue et la vie '68-'69	5		1,2,3,4,5,5+	1,2,3,4	
Histoire des civilisations	9		1,2,3,4,5,5+	1,2,3,4	
L'Homme et son milieu	5		1,2,3,4,5,5+	1,2,3,4	
Le Théâtre, le tragique et vous	3		1,2,3,4,5,5+	1,2,3,4	
Beaux-arts et musique	6		1,2,3,4,5,5+	1,2,3,4	
A la Découverte de l'Ontario	5		1,2,3,4,5,5+	1,2,3,4	
Nouvelle-Guinée: mosaïque	9		1,2,3,4,5,5+	1,2,3,4	
Tu Retrouver Québec	1		1,2,3,4,5,5+	1,2,3,4	
Sillons dans la neige	1		1,2,3,4,5,5+	1,2,3,4	
A la Rencontre des maîtres-peintres	16		1,2,3,4,5,5+	1,2,3,4	

Series Title	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
Mon pays, mes chansons	3		1,2,3,4,5,5+	1,2,3,4	
Phénomènes de l'heure	6		1,2,3,4,5,5+	1,2,3,4	
Jongleries mathématiques	2		1,2,3,4,5,5+	1,2,3,4	
<b>CBC Series</b>					
History Is Alive and Well and Living In...	8		1,2,3,4,5,5+	1,2,3,4	
Junior Natural Science	4		1,2,3,4,5,5+	1,2,3,4	
Survival In the Wilderness	4		1,2,3,4,5,5+	1,2,3,4	
Society and How It Works	3		1,2,3,4,5,5+	1,2,3,4	
Junior Science	3		1,2,3,4,5,5+	1,2,3,4	
Music-From Bach to Rock	5		1,2,3,4,5,5+	1,2,3,4	
Tommy Tompkins' Wildlife Country	6		1,2,3,4,5,5+	1,2,3,4	

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Series Title	No. Programs Viewed Via Broadcast	No. Programs Viewed Via Video-Recorder	No. of Classes Viewed	Rating 1-poor 2-fair 3-good 4-excellent	Office Use Only
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	
			1,2,3,4,5,5+	1,2,3,4	

Thank you for your co-operation



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